

Vermont Continuous Improvement Plan

LEA: Johnson Elementary School Elementary School

LEA Continuous Improvement Plan Contact Name: David Manning , 2024-2026

LEA Continuous Improvement Plan Contact Email: dmanning@jesvt.org

Collaborative Stakeholders Represented: List the names and roles of representative stakeholders involved in developing the Continuous Improvement Plan (e.g., school board members, students, parents, teachers, administrators, CTE partners, mental health agency representatives, and other community members). Strive to ensure diverse voices are part of the planning process.

An opportunity for review of this document was given to all staff on March 28, 2024. Numerous teams gave input into the plan to support the goals and suggest changes through the data inventory work done in teams.

Continuous Improvement Plan Development

1. List your prioritized Goals, Strategies, Measures, and Resources to support implementation based upon your [Comprehensive Needs Assessment](#) and [Data Inventory](#)
2. You must have at least one Safe and Healthy Schools goal and one Academic Achievement goal. You can identify additional goals, but it's best practice to limit your CIP goals to a manageable number to implement and measure.
3. Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools](#), may be useful in this work

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
Safe and Healthy Schools	To help students and adults grow in awareness of emotional regulation, trauma informed practices, cultural biases, and restorative practices which will help us strengthen our relationships with one another and allow us all to be in an optimal zone for teaching and learning	• We will continue to work with Mark Scott from the Lamoille Restorative Center to develop our Restorative Practices school wide (staff and students). This work will also include talking about bias and conflict with staff and students. • Implement Responsive classroom practices in all classrooms • We will continue to use and strengthen our PBIS systems and provide training for new staff • Review and implement a new curriculum for the school counselor to use in classrooms regarding anti bullying • Investigate and implement an SEL screening tool for all students • Refine MTSS Academic and Behavior systems so Tiers 1-3 flow consistently between the two sides	• 10% reduction in Office Referrals for aggression bullying and class disruption by June 2025 • A fully developed, Level II, Restorative Practices system will be in place by June 2026 as measured by SSC data and LRC • Responsive Classroom inspired Morning Meetings occurring in every classroom by June 2025 • A tight system will be in place for identifying students who need more SEL support - research universal screeners • Successful CICO system by June 2025	• Title IIA, • Title IVA, • ESSR • Local Budget • 4 FTE Student Support Center Staff Continue to fiscally support having a full time school counselor, 5:1 from Laraway, and a general behavioral support person

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
Academic Achievement	To create an equitable school where a student's demographics (a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, gender identity, or economic status) do not predict their performance. For the focus area of Academic Proficiency, we hope: - to increase the percentage of students successful in core instruction by 10% by 2025. - We will become more systematic in working interdependently to increase our individual and collective capacity to meet the needs of students struggling in tier 1. We believe that achieving this goal will result in a higher percentage of students passing SBAC and Fountas and Pinnell assessments at their grade level.	1. Strengthen the work of PLCs by providing educators with coaching training 2. Implement Fastbridge interventions for all students who fail to meet standards on MAP test 3. Work with LNSU colleagues to align curriculum and ensure students are being presented with high quality first instruction 4. Implement Responsive classroom practices in all classrooms 5. Purchase and administer a school wide comprehensive growth assessment to be used with all students	1. Meeting minutes are taken at each PLC / Data Team meeting to help the team monitor their progress. Further, the Academic Leadership Team minutes will document this work 2. Curriculum documents will show the level of alignment 3. Teacher surveys and principal observation will show the level and success of RC implementation 4. Academic Leadership Team Minutes will document this work	- Staff to be on the Academic Leadership Team - Resources to pay staff for extra work from local budget - Meeting time for staff

If you would like to include goals specific to an individual school and/or have more SU/SD goals, you can create additional rows.

Equity Supports (required if your SU/SD or a specific school is eligible for Equity Supports)

If any schools in your LEA—or the LEA as a whole—are eligible for equity supports, please list which of the goals or strategies above address a reason for the eligibility. If none of the goals or strategies address eligibility, please identify a separate goal or strategy for each entity eligible for supports.

Eligible LEA or School	Prioritized Goal	Prioritized Strategies/Change Ideas	Measures	Human, material and fiscal resources supporting implementation
Not applicable				

Add additional rows, if needed

Plan Evaluation and Revision

Describe the process of how you evaluate the implementation of plans and results achieved. How is this information used to revise plans to ensure you are achieving your desired results?

Process of Evaluating the Implementation and Results of your Continuous Improvement Plan
<u>Process for Evaluating the Implementation of our CIP</u> • The JES Leadership team (Principal and representatives from various teaching teams) will have the primary role of overseeing the continuous improvement process. They meet twice per month to review the progress teaching teams are making on academic and safe and healthy school goals. Members also attend weekly staff PLC meetings • In spring of 2024, JES instructional and behavioral staff will meet to complete “Data Inventory Information 2023-2024” for the purposes of assessing our current CIP and for developing our future schoolwide plans. Staff will be asked to analyze student assessment and anecdotal data and answer many questions about how our students have been performing and what strategies and interventions would help students who were not meeting state academic standards. <u>Results of Successful Implementation</u> • Students will learn at a higher level as evidenced through increases in numbers of students performing at grade level of SBAC, Fountas and Pinell, MAP, and Bridges Assessments. • Students will feel a stronger sense of belonging (plus more students will feel they belong) as evidenced by a reduction in office referrals and high satisfaction on student SEL survey • There will be a decrease in students reporting not having a trusted adult at JES • Teachers will have increased skills in implementing an aligned curriculum and creating positive classroom climates which nurture students to grow to their optimal development. • We will see a reduction in truancy